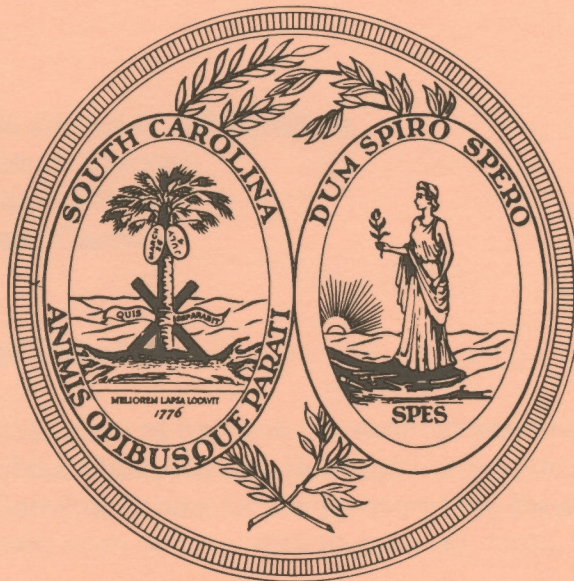


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SOUTH CAROLINA SCHOOL FOR THE DEAF AND THE BLIND



ANNUAL REPORT 1992-1993

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SOUTH CAROLINA SCHOOL FOR THE DEAF AND THE BLIND

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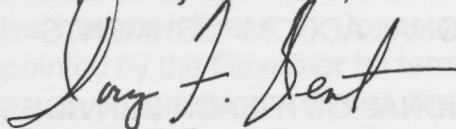
LETTER OF TRANSMITTAL

The Honorable Carroll A. Campbell, Jr.
Governor of South Carolina
Budget and Control Board
Columbia, South Carolina

Dear Governor Campbell:

I have the honor to transmit, herewith to you and through you, to the people of our State, the One Hundred Forty-Fifth Annual Report of the South Carolina School for the Deaf and the Blind. This Report covers the period from July 1, 1992 to June 30, 1993.

Respectfully submitted,



Douglas F. Dent, Esquire
Chairman
Board of Commissioners

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MISSION

The mission of the South Carolina School for the Deaf and the Blind is to provide comprehensive educational, vocational, and developmental services to deaf, blind and multihandicapped individuals, in order that they may achieve their greatest potential of independence:

and

to serve as a resource center providing leadership, information and technical assistance to organizations and individuals concerned with services to handicapped people.

SCSDB is the only state special school and comprehensive educational center for sensory impaired and multihandicapped students in South Carolina. The school assumes the responsibility of providing services and resources which will benefit all public school programs serving these populations. SCSDB is a center for community/continuing education, a learning resource center and a demonstration school.

INTRODUCTION

The South Carolina School for the Deaf and the Blind has had a long history of providing services to children with severe visual and hearing impairments from across the State. The School for the Deaf and the Blind is supported by the State of South Carolina with direct appropriations each year from the General Assembly, as authorized by the South Carolina Constitution (Article II 3 and 5, 1962). The Legislature appropriated \$10,101,060.00 for fiscal year 1992-93. In addition to this, federal and other fund receipts amount to \$4,044,552.00.

Supervision and control of the affairs and governance of the South Carolina School for the Deaf and the Blind is vested in the twelve member Board of Commissioners (listed previously), nine members of whom are appointed by the Governor for terms of six years. The Board consists of a representative from each congressional district, three members at large of which one shall be blind and one shall be deaf and two ex-officio members (State Superintendent of Education and State Health Commissioner).

The material contained in this report provides an opportunity to learn how SCSDB utilizes its resources to accomplish its missions and goals.

HISTORY

The South Carolina School for the Deaf and the Blind, established by the Reverend Newton Pinckney Walker, had its origin at Cedar Spring in Spartanburg County in a former hotel building. Opening in January of 1849 as a private endeavor, the enterprise was endorsed by the then Governor Seabrook in November of the same year, after his inspection of the facilities: "Although the Institution was not open until the 22 of January last, the remarkable proficiency of its scholars assured us of the capacity, skill and assiduity of the Principal. We, accordingly, resolved publicly to recommend to the parents and guardians of mute children Mr. Walker's School, as well entitled to their patronage and confidence."

The school property, as well as ample surrounding lands to provide for future expansion, was purchased in 1856 by the State. This was the wish of the founder: "I submit for your consideration, and of citizens of the State generally, that private property, being subject to forego material changes, is always unsafe for public purposes. My great desire is that the Institution in some form be perpetuated in all time in such a manner as to reflect honor."

Upon the untimely death of Reverend N. P. Walker in 1861, the Board of Commissioners did not appoint a successor citing monetary and other reasons: "The Professors and their Assistants are connected by blood or marriage, the utmost harmony prevails, and each appears desirous of advancing the institution and the introduction of a stranger as Superintendent would probably cause dissatisfaction and destroy that harmony which is necessary to success. The only change made in the employees is the appointment of a Steward, who is the son of the late Superintendent."

The institution remained open throughout the Civil War under the guidance of Mrs. Martha L. Walker, the wife of the founder. During Reconstruction years the school operated intermittently. Mr. J. M. Hughston directed the operation of the school from 1869 to 1872. It was reopened in 1876 with N. F. Walker, son of the founder, as Superintendent and has operated continuously since that time. Succeeding Dr. N. F. Walker were William Laurens Walker, William Laurens Walker, Jr., Newton Farmer Walker, Dr. A. Baron Holmes, IV, Robert Millard and currently Joseph P. Finnegan, Jr.

The school has expanded from a single building into a spacious and beautiful campus adorned with thirty-eight major buildings, including the original main building constructed in 1859.

Prior to the establishment of the State School, South Carolina had provided an allotment for deaf and blind children; deaf children attended the Hartford Institution in Connecticut, while blind children attended the School for the Blind in Boston. In 1848 this act was amended to provide the sum of \$100.00 per student, per annum, to be paid to N. P. Walker in support of his efforts. From a class of five deaf pupils under one instructor, the School has grown to its present capacity of approximately 509 students.

**BOARD OF COMMISSIONERS
SOUTH CAROLINA SCHOOL FOR THE DEAF AND THE BLIND**

Mr. Douglas F. Dent, Chairman -- Member-at-Large
9 Tindal Avenue, Greenville, SC 29605

succeeded by

Mrs. Cindy S. Holland -- Member-at-Large
119 Rosewood Lane, Spartanburg, SC 29302

Mrs. Linda K. Silver — Secretary -- First Congressional District
26 Pine Island Road, Hilton Head, SC 29928

Mr. F. Ashton Cribbs, III -- Second Congressional District
712 Springlake Road, Columbia, SC 29206

Dr. Earl F. Mathis -- Third Congressional District
Cedar Lane, P. O. Box 268, Belton, SC 29627

Mr. Norman F. Pulliam -- Fourth Congressional District
812 East Main Street, Spartanburg, SC 29302

Mrs. Jeanne Watson -- Fifth Congressional District
12 Frank Clarke Street, Sumter, SC 29150

succeeded by

Mr. Wallace B. Dalton -- Fifth Congressional District
33 Newriver Trace, Lake Wylie, SC 29710

Mrs. Sarah M. Stokes -- Sixth Congressional District
1430 Jackson Avenue, Florence, SC 29501

succeeded by

Mr. E. Stanley Baldwin -- Sixth Congressional District
1951 Cypress Road, Florence, SC 29503-6813

Mr. Donald Capps — Vice Chairman -- Member-at-Large (Blind)
1829 Belmont Drive, Columbia, SC 29206

Mr. Harry Culpepper -- Member-at-Large (Deaf)
P. O. Box 472, West Blair Mill Road, Belton, SC 29627

Ex-Officio Members

Dr. Barbara Nielsen, State Superintendent of Education, Rutledge Building, 1429 Senate Street, Columbia, SC 29211

Commissioner, State Department of Health and Environmental Control, J. Marion Sims Building and R. J. Aycock Building, 2600 Bull Street, Columbia, SC 29201

Ms. Janice Trawick, Representative from the Governor's Office
Executive Assistant, Division of Education, P. O. Box 11369, Columbia, SC 29211

ORGANIZATION

The organizational structure of SCSDB is presented in Chart 1. The immediate Executive Head of SCSDB is the President, who is responsible to the Board of Commissioners and is responsible for the day-to-day operation of the school.

In addition to the President, the Executive Staff includes:

Ms. Carol Mabry, Special Assistant to the President
Dr. Alton Brant, Principal of the School for the Deaf
Mr. John Hartnett, Director of Vocational Education
Mr. Craig Jacobs, Director of Support Services and Outreach
Mrs. Gail Sanders, Director of Fiscal Management Services
Mrs. Brenda Shirley, Principal of the School for the Multihandicapped
Mrs. Lin Mackechnie, Acting Principal of the School for the Blind
Ms. Kathy Brown, Director of The Foundation of the Multihandicapped, Blind and Deaf,
Ex-Officio member

The above persons and the President, have overall responsibility for strategic planning. Their task is to delineate both long-range and short-range plans for obtaining optimum resource utilization and the accomplishment of the school's major missions and goals.

SCSDB is comprised of six major divisions as indicated in Chart I. The overall purpose of each division is as follows:

DIVISION OF FISCAL MANAGEMENT SERVICES

The Division of Fiscal Management Services is to provide support services, primarily financial and personnel functions, by facilitating the programs, services, and management philosophies endorsed by the agency's Board of Commissioners, President, and Executive Staff and by exhibiting commitment to the agency's mission. The Division consists of the following departments: Accounting, Personnel, Purchasing, Information Technology and the Warehouse. The Division's goal is to maximize the use of state appropriated funds, federal funds and other funds to best benefit the deaf, blind and multihandicapped students and clients served by the school. This Division is responsible for auditing and monitoring expenditure of these resources and serves as the chief center of all agency budgeting activities.

DIVISION OF SUPPORT SERVICES AND OUTREACH PROGRAMS

The Division of Support Services and Outreach provides both on campus and statewide outreach services to sensory impaired South Carolina residents through Community Service Programs, Counseling and Assessment, Media and Library Services, Parent Infant Program, Physical Education and Athletics, and Transportation.

DIVISION OF PROGRAMS FOR THE BLIND

The Division of Programs for the Blind provides quality educational and residential programs to blind and visually impaired children and adolescents. Inherent in this purpose is a sense of professional commitment to enhancing the lives of those with severely limited visual impairments so that they become self-sufficient, productive and independent adults. The ultimate goal of the Blind Division is to be a leader in the field of blind education, serving as a statewide resource for local education agencies and as a model of other center-based schools serving the blind/visually impaired.

DIVISION OF PROGRAMS FOR THE DEAF

The Division of Programs for the Deaf serves students from ages two and one-half to 21 whose parents/guardians reside in the State of South Carolina. The Deaf Division is responsible for providing a full range of educational programs and instructional services to meet the diverse needs of deaf students. The curriculum is focused on providing learning experiences for each child to grow educationally, morally, socially and emotionally. The primary goal for all students is to prepare them to be self-supporting, life long learners of our society who strive to contribute in a positive manner in all endeavors of life.

DIVISION OF PROGRAMS FOR THE MULTIHANDICAPPED

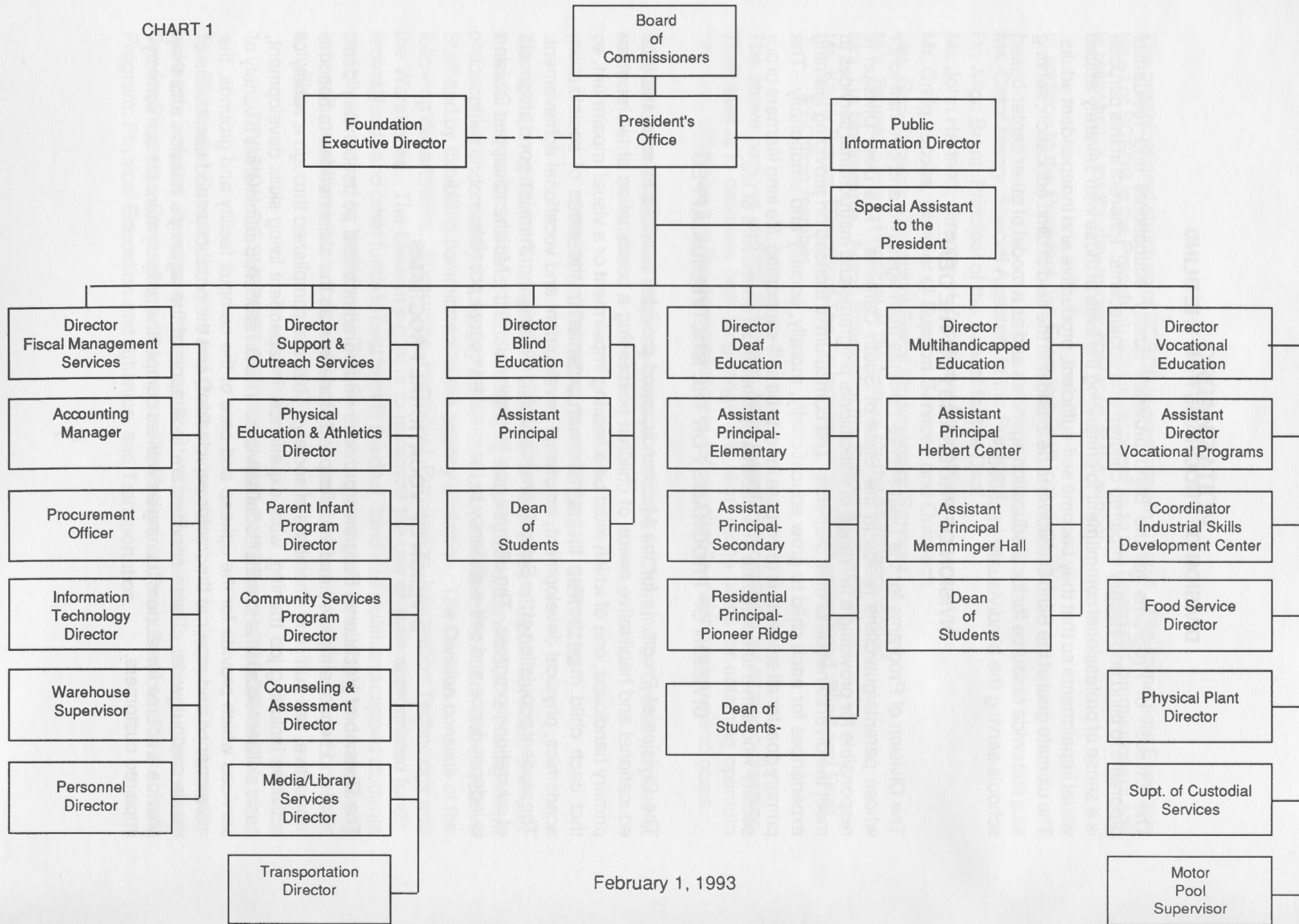
The Division of Programs for the Multihandicapped provides services to meet the total educational and habilitative needs of children possessing a combination of two or more primary handicaps, one of which must be a hearing impairment or a visual impairment, so that each child may develop to his maximum potential in the areas of socialization, academics, physical development, emotional development and vocational achievement. The student population of the School consists of children for whom there is a good prognosis of educational progress. The ultimate goal for each child in the Multihandicapped Division is independence and self-sufficiency to the greatest degree possible.

DIVISION OF VOCATIONAL PROGRAMS

The Division of Vocational Programs provides undergraduate and postsecondary deaf, blind and sensory impaired multihandicapped students with the skills needed to become productive, self-sufficient members of society. This is accomplished through a variety of activities including job training, work experience, independent living skills development, basic skill remediation and transitional services. The Division also administers a variety of services which provide for the upkeep and care of the campus facility and grounds, the maintenance and repair of the motor vehicle fleet, and the production and distribution of meals campus-wide. These services are in support of the agency's mission and they provide a source for student training as well as competitive employment for our sensory-impaired customers.

1992-93
SOUTH CAROLINA SCHOOL FOR THE DEAF AND THE BLIND

CHART 1



February 1, 1993

DIVISION OF VOCATIONAL PROGRAMS

PARENT ADVISORY COUNCIL

The Parent Advisory Council (PAC) was formed to provide parents with a formal way to participate in decisions concerning students, and to provide administration with a formal channel for seeking parental advice. It is a high priority that parents be involved with the education of their children at the South Carolina School for the Deaf and the Blind. The Parent Advisory Council acts as representatives for all parents and there are members involved from each of the three schools: deaf, blind and multihandicapped.

The President and an appointed Parent Advisory Coordinator are responsible for insuring the outlined objectives and schedules are met. The Parent Advisory Council is provided regularly with information about SCSDB's academic and dormitory programs. Principals are involved in presenting to or preparing information for the PAC. Meetings include on-site visits and observations of the programs at SCSDB. Members are encouraged to bring up their own concerns and/or questions other parents have shared with them. Meeting topics include reviews of services for deaf, blind, multihandicapped and vocational students at the agency. On the basis of the information shared, the PAC participates in on-going planning of the programs at SCSDB.

1992-93 Parent Advisory Council

School for the Blind	School for the Deaf	School for the Multihandicapped
Janice Logan	Donna Fagg	Judy Adams
Cathy Smart	Kim Gilreath	Rhonda Bridgeman
Sara J. McCracken	William Hatcher	Donna Dunphy
Teresa McKinney	Helen Maddox	Terri Geck
Evelyn Anthony	Marianne Phillips	Debbie Gerwe
	Deborah Price	Frances Godfrey
	Wanda Reed	Peggy Prince
	Audrey Sanders	Lana Ross
	Ellen Sizemore	Jo Wilson
	Ron Trueblood	Frances Craven
	Carrie Belle Walker	
	Allen Washington	

OUTSTANDING EMPLOYEES

1992-1993

SCSDB recognizes its most outstanding Employees of the Month, Extra Milers of the Month, Employee of the Year and Manager of the Year. These programs are designed to demonstrate the exceptional performance of employees, increase staff morale and promote efficiency within the agency.

Winners of these awards during 1992-93 are as follows:

EMPLOYEES OF THE MONTH

September, 1992	Garle Jefferson
October, 1992	Bill Ramborger
November, 1992	Renee Snipes
December, 1992	Millie Colson
January, 1993	Mary Leahy
February, 1993	Galena Clement
March, 1993	Mary Meadows
April, 1993	Margaret Peterson

EMPLOYEE OF THE YEAR

Renee Snipes, Orientation and Mobility Instructor, Division of Programs for the Blind

MANAGER OF THE YEAR

Holly Boyce, Director, Food Service, Division of Vocational Programs

DIVISION OF VOCATIONAL PROGRAMS

STUDENT TRAINING PROGRAMS

The Division of Vocational Programs provides a variety of training and development opportunities to students enrolled in the three undergraduate schools and to postsecondary students enrolled in the Vocational School.

Regular Vocational Programs (Undergraduate and Postsecondary)

In addition to the campus-based programs of Food Services, Wood Technology, Automotive Services, Business Education, Graphic Communications, Groundskeeping, Building Maintenance, Home Economics and Driver Education, we strive to meet students' special interests and abilities by establishing individual job training programs with local business and industry and within other campus departments.

1992-93 Program Enrollment

Undergraduate - 65

Postsecondary - 20

1992-93 Initiatives Update:

The ten-year follow-up of program graduates is on-going. Additional staff were trained in the Tech Prep model and the development of the Tech Prep portion of the undergraduate program began.

1993-94 Initiatives:

Complete the development of the undergraduate Tech Prep program and increase the number of postsecondary students.

Cooperative Program with Spartanburg Technical College (Postsecondary only)

Through this unique program, sensory impaired individuals may choose from the full range of programs available at Spartanburg Technical College and be assured that quality support services, including interpreters, reader/writers, notetakers, transportation and housing will be available through SCSDB as needed. This program is an affiliate member of the Postsecondary Education Consortium (PEC) housed at the University of Tennessee in Knoxville. During the 1992-93 school year a special program to train blind adult clients of the S.C. Commission for the Blind to become Customer Service Representatives was continued. This is a joint venture of SCSDB, Spartanburg Technical College and the S. C. Commission for the Blind.

1992-93 Program Enrollment - 59

1992-93 Initiatives Update:

This program was placed under the general supervision of the Assistant Vocational Director at the beginning of the 1992-93 school year. This move provided more time for a high ranking administrator from SCSDB to coordinate activities and operations between the two agencies. Also, a full-time Support Service Specialist for blind students was placed in the program in order to meet the unique needs of this population.

1993-94 Initiatives:

The major initiative for this period is to make appropriate systematic changes based on the program's Peer Review conducted by the Postsecondary Education Consortium in the spring of 1993.

Industrial Skills Development Program (Undergraduate and Postsecondary)

Through this program, students develop those basic work skills that will enable them to obtain long-term, competitive employment and to develop independent lifestyles through the performance of work that has been contracted from local industries. Major vendors for contracted work during the 1992-93 school year were BIC Corporation, Flagstar, Dan Williams Company, JBL Industries, Grant Textiles, SEW Eurodrive, Arrow Automotive Industries, Plastic Injectors Company, Hersey Measurement and South Carolina Elastic Company. Although developed for low-ability, sensory impaired adults, this program also serves as a primary training program for some students in the School for the Multihandicapped and as a short-term evaluation program for other undergraduate students.

1992-93 Program Enrollment

Postsecondary - 31

Undergraduate - 49

1992-93 Initiatives Update:

The turn around time between successful program completion and competitive job placement continues to be our major initiative in this program. Also, a number of long term work contracts were developed.

1993-94 Initiative:

Continue 1992-93 initiatives and develop ways to provide more related services to program participants.

Independent Living Skills Program (Postsecondary Only)

This program is designed to help each postsecondary student attain the independent lifestyle needed to succeed in the world of work and to enjoy an active social life. All postsecondary students who reside on campus are required to participate in this program.

1992-93 Program Participants - 69

1992-93 Initiatives Update:

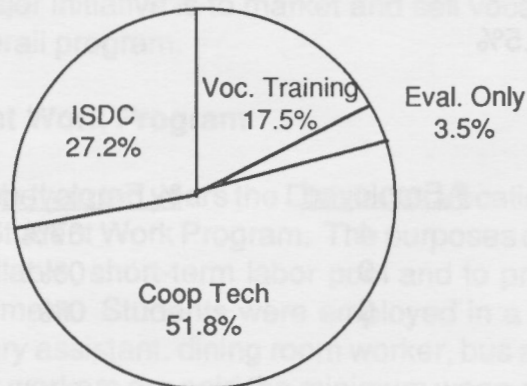
The Level System was studied and appropriately revised. Also, a study was done on the needs of the growing blind population.

1993-94 Initiative:

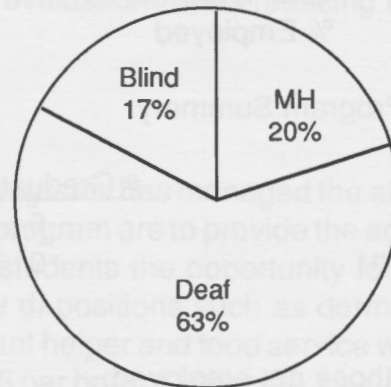
The major initiative for this period is to dedicate a staff person to address the needs of the blind population. Also, there are plans to pilot a weekend residential option for program participants.

PROGRAM ENROLLMENT

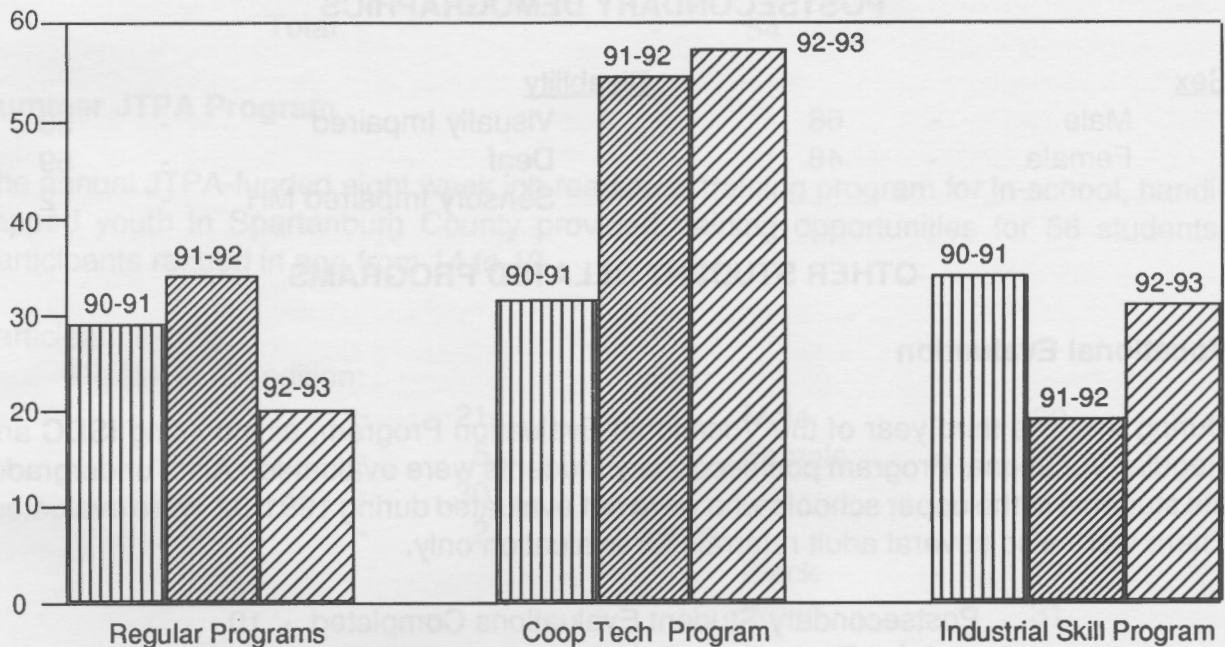
Postsecondary



Undergraduate



COMPARISON OF POSTSECONDARY ENROLLMENT BY PROGRAM (1990-91/1991-92/1992-93)



POSTSECONDARY PROGRAM OBJECTIVE

To place 90% of postsecondary graduates in competitive employment within six months of graduation.

Measure:

Total # Graduates	-	9
Total # Employed	-	4
% Employed	-	44.5%

Specific Program Summary:

<u>Program</u>	<u># Graduated</u>	<u># Employed</u>	<u>% Employed</u>
Regular	6	4	67%
Coop Tech	0	0	0%
ISDC	3	0	0%

Status of those not employed:

Regular Programs: Two in application status

ISDC: Two in application status
One Homemaker

POSTSECONDARY DEMOGRAPHICS

<u>Sex</u>			<u>Disability</u>		
Male	-	66	Visually Impaired	-	53
Female	-	48	Deaf	-	59
			Sensory Impaired MH	-	2

OTHER STUDENT RELATED PROGRAMS

Vocational Evaluation

During this, the third year of the Vocational Evaluation Program, all incoming ISDC and Regular Vocational Program postsecondary students were evaluated. Also, undergraduate students in the upper schools who were not evaluated during 1991-92 were evaluated. There were also several adult referrals for evaluation only.

Postsecondary Student Evaluations Completed	-	10
Adult Evaluations Only (no program entry)	-	8
Undergraduate Student Evaluations Completed	-	36

1992-93 Initiative Update:

The quality of vocational evaluation was enhanced during the year with the assignment of a staff psychologist from the Counseling and Assessment Department to oversee the administration of the evaluations and to interpret evaluation results.

1993-94 Initiative:

The major initiative is to market and sell vocational evaluations thus reducing the cost of the overall program.

Student Work Program

For more than ten years the Division of Vocational Programs has managed the after school hours Student Work Program. The purposes of this program are to provide the agency with an available, short-term labor pool and to provide students the opportunity for part-time employment. Students were employed in a variety of positions such as dormitory aide, secretary assistant, dining room worker, bus attendant helper and food service worker. All student workers are paid the minimum wage of \$4.25 per hour. During the 1992-93 school year this program was funded through a combination of state funds and a grant through the State's Job Training Partnership Act program.

Student Work Program Participation:

School for the Deaf	-	29
School for the Blind	-	14
School for the Multihandicapped	-	6
Postsecondary	-	5
Total	-	54

Summer JTPA Program

The annual JTPA-funded eight week job readiness training program for in-school, handicapped youth in Spartanburg County provided training opportunities for 58 students. Participants ranged in age from 14 to 19.

Participant Profile:

Disabling Condition:

EMH	-	21
EH	-	5
LD	-	30
Deaf	-	2

Sex:

Male	-	32
Female	-	26

Race:

Black	-	27
White	-	31

The intent is to continue offering this program (funding permitting) at the same participant level during the summer of 1994.

Agency Support Programs

Campus Printing Center

This department provides printed material in support of all agency departments and programs. The number of fast print jobs remained consistent with previous years. The number of offset jobs was down by 31% and the number of impressions down by 35% compared with 1991-92 figures. This reduction was due, in part, to more offset work being done using the fast print process and an increase in the complexity of offset work performed.

Productivity Measures:

Fast Print Section	1992-93	1991-92
# Jobs	568	554
# Impressions	685,058	651,584
Offset Section		
# Jobs	121	175
# Impressions	411,514	411,514

1992-93 Initiatives Update:

The overall quality and product turn around time were improved during the year. An effective inventory control system was implemented.

1993-94 Initiative:

The major initiative is to reduce the overall material cost in the Center.

Physical Plant

This department is responsible for the operation and maintenance of the agency's buildings, grounds, and electro/mechanical systems. It is also responsible for the coordination and management of the Trustee Work Program through the S. C. Department of Corrections.

Toward the end of the 1992-93 fiscal year the Housekeeping department was separated from the Physical Plant department.

During this fiscal year, the department also managed several capital improvement projects. Major among these were the Student Health Center and Recreational Gym re-roofing project (\$25,000) and the Close Family Center's house renovation project (approximately \$65,000). The majority of work done on the Close Family Center was performed by Trades Craftsmen at SCsDB.

During the year, the department received 3,937 work orders. Of these, 3,892 were completed with the remainder carried forward into the 1993-94 year.

The Trustee Work Program provided 36,337 man-hours of labor during the year. The cost of this program was approximately \$5,191 while the value of labor received (based on minimum wage plus fringe benefit costs) was \$194,585. The majority of trustees were placed in the Housekeeping, Physical Plant, Food Service and Motor Vehicle Maintenance Departments.

1992-93 Initiatives Update:

The Health Center re-roofing project was completed. Work on the Learning Resource Center and the Student Affairs Building was delayed due to the postponement of the bond funds by the Joint Bond Review Committee. A campus-wide accessibility study was begun and the overall cost of facility operations was reduced.

1993-94 Initiatives:

These include completion of the renovation of the Close Family Center; beginning work on the new, bond funded capital improvement projects (Learning Resource Center construction and Student Affairs Building renovation); and the undertaking of a campus-wide facility safety review.

Motor Vehicle Maintenance Department

This department is responsible for securing, maintaining, and disposing of the agency's motor vehicle fleet. This facility has consistently been named one of the state's top motor vehicle maintenance facilities during the past five years.

At the end of 1992-93, the size of the fleet stood at 73 vehicles. These consisted of cars, vans, buses, and trucks. Overall, the fleet is quite old with many vehicles exceeding 100,000 miles. Critical areas include the need to replace five gasoline-fueled buses, the need to replace cars and vans on a regular schedule and the need to begin engine overhaul on the diesel buses. Because of the age and the number of miles on the vehicles, the cost of maintenance is expected to continue to increase. In addition to the above vehicles the department is also responsible for the mechanical upkeep of approximately 40 pieces of groundskeeping/general purpose equipment.

1992-93 Initiatives Update:

During the year, the work order purchase procedures were revised along with several other procedures found deficient during the annual maintenance facility review. Also, during the year students were scheduled into the facility to supplement their motor vehicle service training program.

1993-94 Initiatives:

Plans are to fully utilize the facility for student training during this year. Also, the Motor Vehicle Maintenance Department will be joined with the Transportation Department into a full Motor Vehicle Services Department.

Food Service Department

This department is responsible for the preparation and serving of meals; special food requests; and dormitory/day/and bus snacks. During the 1992-93 school year, 200,142 meals were prepared and 591 special food requests were filled. The total cost for filling the special food requests was \$17,571.

Ms. Holly Boyce, Food Service Director, was named the agency's "Manager of the Year" for 1992-93.

1992-93 Initiatives Update:

At the beginning of the 1992-93 year, restrictions were placed on special food requests. The number of requests were reduced by 203 when compared to 1991-92 requests with a resulting savings of \$11,423.

1993-94 Initiatives:

The major initiatives are to standardize the menu cycle and to increase the work day for all departmental employees to forty hours.

DIVISION OF FISCAL MANAGEMENT SERVICES

OPERATIONS

ACCOUNTING: The accounting department administers the receipt and expenditure of all agency funds in accordance with generally accepted accounting principles. This department encompasses the following financial functions: budgeting, payables, receivables, payroll, and federal grants.

INFORMATION TECHNOLOGY: The information technology department is composed of five service areas to the agency. These areas are Data Processing, Word Processing, Campus Post Office, Campus Security and Telecommunications.

PERSONNEL: The personnel office consists of three staff who administer personnel policy and procedures for the agency. Primary functions include the employment process, employee benefits, and laws and regulations applicable to employers and employees.

PURCHASING: The purchasing department has the responsibility of purchasing contractual services, supplies and equipment for the school in compliance with the S.C. Procurement Code. This department adheres to and supports the State mandated Minority Business Plan requirement for purchasing. This department is responsible for establishing and maintaining the physical inventory, both State and Federal, with a fixed asset value of over \$14.2 million dollars and all agency insurance functions except for health related coverage.

WAREHOUSE: The central warehouse provides shipping, receiving and warehousing services to SCSDB utilizing two permanent full time positions and one minimum security inmate.

During 1992-93, the warehouse received, verified, delivered and/or routed all equipment, supplies and services purchased by the agency totaling more than three million dollars. The warehouse also ordered, maintained and issued more than \$150,000 worth of inventoried supplies and managed and coordinated the State Textbook Requisition and Inventory Management System.

DIVISION OF SUPPORT SERVICES AND OUTREACH

COMMUNITY SERVICE PROGRAMS

Community Service Programs provides a statewide network of services to deaf, hard of hearing, blind and visually impaired people and the agencies, businesses and organizations who serve and work with them. Community Service Programs implements these services through three offices located in the Charleston, Columbia and Spartanburg areas and a statewide staff of professionals. Major areas of service delivery include interpreting services, braille & large print services, sign language classes and sensitivity training. As the sole state source for interpreting services, the Community Service Programs Department is challenged with meeting the interpreting needs for all state agencies in South Carolina.

Community Service Programs focused on the following initiatives during the 1992-93 year as follows:

- Expansion of existing statewide interpreting services to the South Carolina Department of Mental Health.
- Expansion/diversification of services to the South Carolina Department of Alcohol & Drug Abuse and other service providers.
- Development of new statewide interpreting service delivery to the South Carolina Division of Disabilities and Special Needs.
- Development of programs designed to train staff interpreting on the complexities of interpreting in various situations to improve customer/client satisfaction.
- Development of programs to educate agencies and business staff on sensitivity toward deaf, hard of hearing, blind and visually impaired people.

Distribution of Community Services

Interpreting Services:	2,945 served with over 13,252 hours of direct service
Client Assistance:	750 served
Info & Referral Contacts:	634 served
Dissemination of Materials:	4,764 served
Sign Language Class Participants:	1,256 participants
Educational Workshop Participants:	701 participants
Tours & Community Groups:	1,200 participants

SOUTH CAROLINA PARENT INFANT PROGRAM

The S. C. Parent Infant Program is a comprehensive statewide program that serves families of sensory impaired children ages birth to three years. These children are at risk for delays in communication, social skills and development. Professionals, called parent advisors visit in the homes weekly to provide emotional support, consultation, information, activity ideas, curriculum materials, equipment and supported transition of children from home-based to full-time educational programming.

- Two hundred sixty-six (266) families of sensory impaired infants, toddlers and preschoolers were served. Children served by disability: 65 deaf, 83 blind, 14 deaf/multihandicapped, 79 blind/multihandicapped, and 25 deaf/blind.
- Families in 41 counties of South Carolina received services.
- Approximately 80% of children served successfully met Individualized Education Program goals.
- Two comprehensive training sessions were held to train 29 new Parent Advisors.

TRANSPORTATION

The Transportation Department transports students to and from school. Students living within a 35 mile radius of the school are serviced by six daily bus routes. Residential students are transported throughout the state to their home on Friday and returned to the school on Sunday evening. The Transportation Department schedules all vehicles (cars, buses and vans) for bus routes, business trips and field trips.

The agency's 74 vehicles (buses, vans, cars and service trucks) were driven a total of 786,544 miles for the 1992-93 year.

The Director instructed bus drivers in the operation of and procedures for activity buses. Newly licensed bus drivers received further instructions from the Director in the operation of the large diesel buses to qualify them for a Class B Commercial Drivers license. The Commercial Drivers License is required by South Carolina law for the operation of vehicles weighing over 26,001 lbs. The bus drivers and attendants attended classes on manual communication and control of student behavior as well as the school's child protection policy. All bus drivers received training in defensive driving (new drivers - 8 hour course, regular drivers - 4 hour course).

PHYSICAL EDUCATION , ATHLETICS AND RECREATION

The Department of Physical Education and Athletics provides services to students enrolled in the deaf, blind, and multihandicapped schools. The physical education program is an exemplary model for effective instruction, especially with severely handicapped students. The total number of students served exceeded 400 during 1992-93.

The athletic program is comprehensive and year-round, with an emphasis toward competitions in mainstream sports. The program supports 23 athletic teams to include varsity football, volleyball, boys' and girls' basketball, soccer, and boys' and girls' track; junior high football, boys' and girls' basketball, and volleyball. The department also participated in the YMCA-Church League basketball programs and fielded three teams in the American Youth Soccer Organization (AYSO).

The athletic department provides interscholastic competition for individuals who demonstrate superior athletic abilities. The School is a member of the South Carolina High School League and participated in Region IIA. In addition, the School is a member of the Mason-Dixon Basketball Association and is affiliated with the United States Association of Blind Athletes, the American Athletic Association for the Deaf, Special Olympics, and the National Wheelchair Athletic Association. The staff provides information, referral, leadership and training to other professionals, university students and organizations serving the disabled as well. The physical facilities include two athletic fields, a track, four gymnasiums, two multi-purpose rooms, a swimming pool, two weight rooms, and two bowling lanes. The athletic facilities were utilized by the YMCA, American Youth Soccer Organization, SCUBA Center and several service and church organizations. More than 6,000 individuals from the community were on campus to use these facilities.

LIBRARY/MEDIA SERVICES DEPARTMENT

The Department of Library and Media Services provides specialized library and audio-visual services to deaf, blind, and multihandicapped individuals in South Carolina, and their service providers. The department consists of a Director, a Library Research Assistant, a Library Technical Assistant, an Instructional Media Specialist, an Audio Visual Specialist, and an Electronics Technician.

The department currently services two libraries—one in the School for the Deaf, the other in the School for the Blind. Together, these libraries house a collection of 11,578 volumes with an annual circulation of 4,585 for the 1992-93 school year. The department also serves as the South Carolina depository for captioned films and videos with a circulation of 1,285 educational open captioned films and videos.

During the 1992-93 school year the staff began preparation for a Learning Resource Center. This center will combine the Library for the Deaf and the Library for the Blind with the Media Center. An additional component of the Learning Resource Center will be the infusion of technology into the educational curriculum, including a computer lab and computer work stations networked throughout campus.

Also, six hundred and seven (607) new books and special materials were added to the library's collections. The Second Annual Book Fair was conducted which promoted reading and raised funds for library programs. Substantial savings were realized with equipment repairs (157) being performed in-house. Equipment set-up and personal services were provided for all workshops, in-service training and special events throughout the year.

A collection of described videos (28) were purchased through a grant. These have been made available to our agency's blind students, as well as blind individuals throughout the state.

COUNSELING AND ASSESSMENT

The Counseling and Assessment Department provides specialized support services to students, their families and the SCSDB staff who work with them. Additionally, technical assistance in student assessment is offered to families and to programs around the state serving sensory impaired individuals.

The department includes the delivery of services in the area of Speech and Language Therapy, Audiology, Counseling, Medical, Nursing, Physical Therapy, Occupational Therapy, Psychology, and Substance Abuse Prevention.

Additionally, one chairperson and six-team members, reporting directly to the President, provide child protection and follow-up services.

Every program on campus serving students has some contact with the department during the year.

PHYSICAL THERAPY/OCCUPATIONAL THERAPY

Students Served	92
Treatment Sessions	3,307
Student Evaluations	115
Home Visits	7
Inservices Given	15
Repairs to Wheelchairs and Equipment	200+

AUDIOLOGY

Hearing Evaluations	357
Hearing Aid Repairs	70
Hearing Aids Loaned	14
High Risk Infants Screened at Spartanburg Regional Medical Center	143

PSYCHOLOGY

Admissions Evaluations	21
Triennial Evaluations	34
Outreach Evaluations	1
Referrals	18
Students Counseled	3

SPEECH AND LANGUAGE THERAPY

Number of Students Served	154
Number of Services Provided	5,100
Number of Intake Evaluations	24
Number of Outreach Evaluations	2

HEALTH CENTER

Admissions to the Health Center	252
Phone calls to parents	297
EPSDT Screenings	171
Physicals	195
Off-Campus Medial Appointments	68
Total Visits to the Health Center	13,593
Total Visits to the Multihandicapped School	5,522
Students Receiving Daily Medicine	210

COUNSELING

Students Receiving Group Counseling	42
Students Receiving Individual Counseling	98
Students Receiving Behavior Management	22
Parent Contacts	65
Post-Secondary Counseling (Approx. 1 time per week each)	25
Post-Secondary Vocational Assessments	15

SPECIAL PROJECTS

On-Campus Case Management Development

PREVENTION GROUPS

(ranging from 6 weeks to one semester)

NUMBER OF STUDENTS

2 Multihandicapped School Groups	11
2 Deaf Middle School Groups	12
2 Deaf High School Groups	14
2 Blind School Groups	14

The Prevention Specialist coordinated a Teen Institute for Sensory Impaired Youth (TISIY) September 23-27, 1992. Nine states and Washington, D.C. were represented. Seventeen school teams attended including two teams from SCSDB. A total of 67 students and 21 adults participated. Twenty five staff members from SCSDB, South Carolina Department of Mental Health, South Carolina Alcohol and Drug Abuse Commission and Gallaudet University assisted during the five day conference. Fifty-nine deaf and 29 blind individuals received training at the Institute. Five of the blind students and four of the deaf students were from SCSDB.

DIVISION OF PROGRAMS FOR THE BLIND

Educational and Residential Programs

There are two major educational components of the School for the Blind. These are the Mainstream and Centerbased school programs. Both of these programs are supported by the Residential Program.

The Mainstream Program consists of elementary through high school resource programs located in the public schools of Spartanburg District 7. The resource rooms served 27 students who were tutored, provided with equipment, and services to complete their grade level. They achieved in subjects such as algebra, biology, foreign language, keyboarding, earth science, English, world history, social studies, and all general subjects. In afterschool activities in the public school setting, they participated in band, a mentor program, Big Brothers programs, Spanish Club and student government.

The Centerbased Program consisted of preschool through high school programs aimed to meet the individual needs of the students. This program served 43 students who received the major programs plus speech therapy, occupational therapy, physical therapy, group and individual counseling, audiological services, nursing center services, drug awareness, and language training. The major programs consisted of preschool programming based on the Oregon curriculum, an elementary curriculum based on the preparation for the mainstream program, and a two track middle and secondary program. The first track was for pre—GED training and vocational school classes. The second track was for functional education and vocational training.

Related services were offered at the Blind School in braille, orientation and mobility training, low vision, performing arts, and a special library collection for visually handicapped students.

Seniors from the School for the Blind were assisted by the Transition Program so that 100% of the seniors entered into Post-Secondary programs in the state. Additionally, 66% of the seniors were employed part-time while attending their post -secondary programs.

The Residential Program served 50 students from all over the state. Services included swimming lessons, gymnastics, goal ball tournaments, sport manager's training, blind mentors program, garden club, study hall nightly, field trips to 44 locations, on and off campus work programs, computer lab, intramural sport team in beeper ball, student council, music, performing arts, cheerleading, independent living skills training, group home living, supervised dating, and social skills training.

Special Services and Programs

Seven years ago the School for the Blind began assisting school districts in serving the needs of visually handicapped students in low incident areas. In 1992-93, the Outreach Program served 55 students from all over the state in 16 school districts. The services offered were braille and orientation and mobility skill training. The five instructors provided either twice weekly or weekly services throughout school districts in the state. Thirty evaluations in the areas of braille, orientation and mobility and low vision were conducted. Seven contracts for consultative services were established as well.

Staff Development and Training

The educational staff implemented ten inservice training meetings on special topics such as child protection, tech prep, technology demonstrations and medical interventions with ADD students.

The residential component implemented 30 staff development activities on topics such as child protection, child development, how children learn to cope with their visual handicap (given by blind adults) and first aid training.

All staff received training in blood borne pathogens and their prevention. All staff received training in Individualized Education Programs and how to write objectives in a task analysis type plan.

DIVISION OF PROGRAMS FOR THE DEAF

Educational and Residential Programs

Elementary Educational Programs

A total of 75 students were served in the Elementary School for the Deaf during the 1992-93 school year, preschool through fifth grade, ages 2.6 - 11 years of age. Thirteen new students were enrolled in the Elementary School during the school year.

Six committees were continued this year to strengthen parent communication with teachers and residential staff, expand programs and develop new school-wide activities, plan field trips, etc. In addition to teacher-parent communication throughout the year, "End of Year Parent-Teacher Conferences" were established to give parents further opportunities to be informed of their child's progress in the academic setting for the 1992-93 school year. SCSDB administrators and teachers worked closely with colleges and universities to provide educational opportunities for students. A total of 20 students from Wofford College, Converse College, the University of South Carolina-Spartanburg and the University of Science and Arts of Oklahoma experienced practicums, internships, and student teacher placements within the Elementary School for the Deaf.

Middle School Educational Program

The Middle School Programs served 28 students, ages 11-14 years. The purpose and design of this program is to better the academic, social/emotional and physical needs of young adolescents. Five new middle school students were enrolled during the school year.

A diverse curriculum was offered in addition to the core subjects of math, language arts, science, and social studies. Human Growth and Development, Deaf Studies, and the DARE Program (Drug Abuse Resistance Education) were supplemented to meet the specific needs of the middle school population. The DARE Program in the School for the Deaf is the first of its kind nationwide and served as a model for other programs serving sensory impaired students. The courses involve experiential learning for all students. An intensive effort was made to apply learning to all levels. As a result many field trips were taken to expose students to a variety of issues, concepts, and events. Additionally, eight guest speakers were invited to address students throughout the school term. The primary focus was related to deafness. The Middle School was visited by 13 practicum/intern students (seven from Converse College, three from Wofford College and three from the University of Science and Arts of Oklahoma).

Secondary Educational Program

The secondary educational program served a total of 66 students this year. Two new students were enrolled. Eleven seniors graduated this year. Six of the 11 were accepted into college/postsecondary programs: (1) Gallaudet University, and (5) at Spartanburg Technical College. Forty-eight different course offerings were made available for secondary students, not including the YES Program and courses offered in the public schools. The Secondary Program provided educational opportunities for eight university students to fulfill practicum and internship requirements.

Residential Programs

Following a reorganization of the Residential Program, one Dean was appointed to supervise and manage Dormitory Programs. The emphasis focused on making the dormitory a place conducive for student growth through a series of thematic activities and educational/leisure recreation. This program is responsible for the care and supervision of students in the dormitories during after school activities. The residential program served

128 students; 32 elementary, 28 middle school, and 68 secondary students.

Special Services and Programs

Preschool Program

The School for the Deaf has a unique preschool program for deaf and hard-of-hearing students. The program served 14 deaf preschoolers and four hearing preschoolers. The program employs a reverse mainstream concept and integrates hearing peers into the preschool environment. The hearing children are usually a sibling of a deaf child or the child of deaf parent(s). This integration provides deaf and hard-of-hearing children the opportunity to interact with age-appropriate, nonhandicapped peers. The model is based on a developmental curriculum allowing all children to learn through play and normal interactions laying the groundwork for language development.

Mainstream Program

Twenty-two students were mainstreamed into the public schools of Spartanburg County (i.e., elementary, middle, and secondary). Students identified as having met specific criteria participated in courses ranging from second grade math to Algebra I, fourth grade language arts to ninth grade English, Biology, Science, and Art. The students were mainstreamed for a total of 32 academic classes with nonhandicapped, age appropriate peers in one of three public schools. SCSDB provides the necessary related services to ensure academic success in the public schools (e.g., transportation, interpreting, note-taking and tutoring).

Pioneer Ridge Program

The Pioneer Ridge Program is a 24-hour structured, therapeutic and individualized program for deaf and hearing children who have demonstrated significant emotional and/or behavioral adjustment difficulties at home, school and in their communities. The students served, in this program may have difficulty with academic achievement, communication, socialization skills, self-image and impulse control. The goal of the program is to manage and alter a variety of symptoms and behaviors which hinder students' ability to function in a regular classroom environment. The program consists of two components - the deaf component which operates 5-days a week, 9-months a year and the hearing component which operates year round, 7-days a week, including holidays. The ultimate goal of the Pioneer Ridge Program is to return students to the regular School for the Deaf or to their local educational program. The program served 21 students for the academic year.

Y.E.S. Program

The YES program (Youth Encountering Self-Reliance) is designed to serve eight to ten students each year. The program has a community-based curriculum tailored to meet the needs of nonacademic deaf students. The goal of the YES Program is to prepare students for the world of work and independent living. The primary goal has three objectives:

1. full-time employment within the community;
2. ability to interact with hearing co-workers and supervisors; and
3. the development of independent living skills..

The YES philosophy is to infuse students into a work environment early in their education while educational support is available. The program served eight students.

Staff Development and Training

All of the department heads in the School for the Deaf received training in total quality management. More than 50% of academic staff attended seminars or conferences to improve and refine their teaching abilities. Some of these conferences involved the following: Tech Prep, Whole Language, Integrated Learning, Preschool (Developmental Learning), Play Therapy, Individual Therapy, Anger Management, Attention Deficit Disorders, Curriculum Frameworks, Restructuring, Applied Science and Math, Prevention of Aggressive Behavior, Behavior Management, and the Black Family Summit.

DIVISION OF PROGRAMS FOR THE MULTIHANDICAPPED

Educational and Residential Programs

The educational program at the School for the Multihandicapped served 146 students in the 1992-93 school year. One hundred seventeen (117) of these students were enrolled in the residential program and 29 were day students. One hundred forty-six (146) Individualized Education Plan (IEP) meetings were held with 50% of parents in attendance.

Functional academics, ranging from basic self-help skills to independent living skills, were stressed in the 19 classrooms of the Multihandicapped School. The goal for each multihandicapped student is to achieve the highest potential of independence possible. Ten students were graduated.

The residential program also stresses training in life skills. Emphasis is on recreation and leisure time skills. Activities include a student walking club, weight lifting, swimming and bowling. A variety of regularly scheduled arts and crafts classes, dances and sporting events are also offered to students.

The educational and residential departments work cooperatively to offer optimal 24 hour a day programming. One day per week the daily schedule for educational staff is extended by one hour and fifteen minutes. This overlap time is used by both staffs to discuss student programs, observe students in classroom and dormitory activities and in professional development.

Residential staff attended student IEPs and are actively involved in the individualized goals of the students. Daily communication between educational and residential staff is a high priority goal.

Special Services and Programs

Independent Living Program

Both educational and residential programs provide different levels of training in the following areas:

- personal hygiene skills
- household maintenance skills
- use of a variety of appliances
- planning and preparing meals
- appropriate social skills
- survival skills and use of environmental controls
- self-improvement skills
- gardening skills
- basic sewing skills
- basic knowledge of food groups and healthy foods
- safety in the home
- community awareness
- management of time and money
- leisure and recreation skills

Forty (40) students were served in educational classes. Eighteen (18) students were served in the residential program.

The students in the Independent Living Program concentrated on skills to become as independent as possible. The goal of improving independent living skills at various levels of accuracy was accomplished.

Pre-Vocational Program

Areas of training included work skills, attention to tasks, job tolerance and productivity. Fifty (50) students met their pre-vocational goal(s).

Activities included:

Button making—over 50 orders were filled for Badge-o-matic buttons

Ellison Letter Machine—students received and filled approximately 200 orders for letters and punch-outs for this machine, purchased by money received from a mini-grant from the Foundation.

Language Resource Program

Areas of training included concept and language development, communication skills (verbal, manual and augmentative). A total of 47 students were served in the Language Resource classroom, with an additional 61 students reached through resource. Sixteen (16) new students were enrolled in this program. Eighty-five percent of the students met their Individualized Education Program goals.

Assistive Communication Technology Resource Lab

This program provided services to students, staff, parents, area school staff and other service providers interested in the use of assistive technology.

Seventeen (17) staff members received individual "hands on" inservice workshops on how to program or use the following pieces of augmentative communication equipment:

- Alltalk
- Light Talker
- Parrot
- Point to Communication Boards
- Language Master 6000 SE
- TouchWindow
- Muppet Learning Keys

Fifty-two (52) complimentary computer programs were obtained through networking.

Seventeen (17) pieces of new equipment were added to the Resource Lab's inventory that were purchased through grants, fundraising projects or donations.

Twenty-four (24) new computer programs that reinforce reading, language, math, and survival skills were purchased.

The resource lab was open to many tour groups and all SCSDB staff.

A newsletter on the use of assistive technology in the classroom was published and distributed throughout the state.

Students in 16 classrooms had the opportunity to work on cause and effect, readiness, language, reading, math, or survival skills using the computer in a group setting or one-on-one in the Resource Lab.

Staff Development and Training

Staff members in the Division of Programs for the Multihandicapped received a variety of inservice training opportunities in the areas of Augmentative Communication, Methods/Procedures for Safe Lifting of Orthopedically Handicapped Students, Sign Language, Assistive Listening Devices, Curriculum Planning for Multihandicapped Students, Total Quality Management, Child Protection/Abuse Prevention, Assistive Bathing Equipment, Students and Seizures, Behavior Management Techniques, and the Student Code of Conduct.

1992-93 DIVISIONAL ACCOMPLISHMENTS

VOCATIONAL DIVISION

- Began a cooperative training program for automotive services students utilizing the facilities and staff of the agency's Motor Pool department.
- Re-located the Food Services training program to the agency's Central Kitchen in order to provide a more practical, hands-on program.
- Completed a study of the skill needs of persons entering into employment in the Food Service industry. Findings in this study will be used to enhance the curriculum of the Food Service Training program.
- Continued to fund the supply costs of the vocational training programs through the sale of goods and services produced and/or provided by students in these programs.
- Reduced the cost to the agency for special food requests by 38% (approximately \$11,000).
- Decreased the maintenance cost per mile of each class of fleet vehicle (buses, vans, sedans, trucks). This is the first time that a decrease in maintenance cost has been realized during any one fiscal year.
- Increased the total yearly enrollment in the Cooperative Program with Spartanburg Technical College to 59.
- Completed the re-roofing of the Health Center project with enough surplus funds to begin renovation of the Recreational Gym.

SUPPORT SERVICES AND OUTREACH DIVISION

- Increased interpreting provided statewide as well as developed a contract to provide interpreting services and training to South Carolina Department of Mental Retardation staff.
- Expanded the number of Medicaid reimbursable services to SCSDDB students.
- Received a grant from Gallaudet University to host the Southeast Regional Drug Free Schools Conference in which professionals from seven states participated.

- Received a grant to install emergency escape hatches on buses.
- Received Title VI C funds from the Department of Health and Environmental Control (DHEC) to provide early intervention services to families of deaf-blind infants between the ages of birth to three.

FISCAL MANAGEMENT DIVISION

• **PURCHASING**

In December 1992, a total quality team began evaluation of the purchase requisition process. Through an internal customer survey, combined with design of an automated data collection system, it was learned that users of the purchase requisition process expected an average turn around time of seven days. Because processing time was a key measure, efforts were made to reduce the turn around time to meet customer expectations. Comparative data shows turn around time improved during the first quarter of FY 92-93 from an average of 16.8 days to an average of 4.1 days by the end of the third quarter.

• **INFORMATION TECHNOLOGY**

Computerization of data collection and work systems is an effective and efficient means of maximizing resources and "doing more with less". Several years ago it was estimated that SCSDDB needed \$209,997 to accommodate the growth anticipated in data processing. In the absence of funding, alternatives were explored. The Information Technology Department arranged to purchase used equipment from another state agency at 88% below market value. This equipment allowed existing data processing systems to accommodate the increased volume of data being collected, stored and reported as well as allowing some new data processing capability. Just one example of a new computerized process is the school's EFA reporting requirements. This automation is saving many hours of manual work.

Other accomplishments of the Information Technology Department include:

- Provided adaptive equipment for two SCSDDB visually impaired employees that enabled these individuals to be employed.
- Provided two public TDD telephones that would allow use of long distance relay service and initiated technical work so as to have additional public TDDs.
- Established computerized braille printer capabilities for the agency.

- **ACCOUNTING**

- An automated fixed asset system was installed. This automated system will not only bring fiscal management into compliance with Generally Accepted Accounting Principles, it will improve safeguarding of assets.
- An automated accounts receivable system was installed. This automated system will reduce the amount of time spent on invoicing, enhance determination of the value of accounts receivables, and consequently improve accuracy of revenue projections and revenue collections.

- **WAREHOUSE**

The Warehouse worked with Information Technology to develop a status report of orders due by year end which greatly improved the year end closing process for the warehouse, purchasing and accounting departments.

- **PERSONNEL**

The agency's new employment policy and procedures were implemented that will help ensure employees are qualified and are of appropriate character to work with sensory impaired children. Supervisory staff were trained to comply with these new employment procedures.

Other accomplishments of the Personnel Office include:

- An update of the agency's Affirmative Action plan which received approval from the S.C. Human Affairs Commission.
- Agency job descriptions were updated to reflect new ADA (American with Disabilities Act) requirements. Supervisory staff were provided training to comply with ADA.
- An automated tracking system for the agency's Sign Language Proficiency Program was developed.

MULTIHANDICAPPED DIVISION

- Four regional parent workshops were conducted in Spartanburg, Columbia, Florence and Charleston. This was funded by a grant "Children Gaining Through Family Training" awarded by the S.C. Developmental Disabilities Council.
- Two summer program activities were held. One focused upon the development

of a new math curriculum. The second program was the final stage of the "Children Gaining Through Family Training" Grant—a family weekend. Forty-five parents and children participated in a workshop for parent training and a children's recreational program.

- With the assistance of a donation by the Very Special Arts of South Carolina program, three student performing groups were organized. These were: Perpetual Motion (an instrumental group), The Fly Kids (a dance group) and the Brite Lite Kids (a performing group using black lights). The Very Special Arts Festival was held May 6, 1993 with over 200 visitors to Herbert Center to share in hands-on student art projects, make and take sessions and performing groups.
- Staff members received a total of ten grants from the Foundation for the Multihandicapped, Blind and Deaf of South Carolina, Inc. and the Spartanburg Junior League. These grants were used to purchase tricycles for preschoolers, a sewing machine for older girls, a flower garden for the independent living program, a language activity carpet, augmentative communication materials, a new microwave and microwavable foods, a new washer, dryer, dishwasher, vacuum cleaner, linens and bedspreads for the Independent Living Skills Program.

BLIND DIVISION

- The School for the Blind's Ensemble and School Daze choirs performed in ten locations across the state and appeared in the world's largest concert on educational television.
- The Proud to Be Me Week program brought nine blind successful adults to campus to speak to the students, provided 20 hours of public service, raised money for junior/senior projects such as cane racks for all classrooms used by the blind on campus, trained 42 staff members on campus as sighted guides, and hosted a meeting of six Commission for the Blind Children's Service counselors.
- The DARE program in the School for the Blind was the first in the state to have large print and braille materials available to the students rather than to have all the materials read to the visually handicapped person.
- A total quality team regarding student groupings was formed and as a result the students moved from centerbased to mainstreamed programs more freely, more staff and parent conferences were held, more parents and students attended IEP meetings, and a greater number of students received standardized testing in the area of reading.

DEAF DIVISION

- A total quality team was established to revise the school's attendance policy and procedures.
- Over 50% of graduating seniors were accepted into post-secondary training programs.
- Ms. Hope Tyler, a rising senior in the School for the Deaf, was selected as an olympian and participated in the Deaf Olympics in Sofia, Bulgaria. Mr. Bill Ramborger, a math instructor in the School for the Deaf, was selected as the head Track Coach for the 1993 Olympic Track Team.
- Twenty-five employees (28%) are either deaf or hard-of-hearing in the School for the Deaf: ten are employed in the residential program and 15 work in the educational component. Deaf/hard-of-hearing role models are significant individuals of influence and contribute to the unique milieu of a special program designed for deaf students.
- A curriculum team was established to continue the process of curriculum development.

Sports Camp

Sports Camp for hard-of-hearing and deaf students was developed to meet the needs of elementary and middle school students. The camp provides a variety of activities and games including dance, art, and crafts. The camp is held at the school and is open to all students. The camp was held for the first time in 1993.

Children Gaining Through Family Training

This program was designed for families with hearing-impaired children. The program provides information and resources for families to help their children gain the skills and knowledge needed to succeed in school and in life. The program is held at the school and is open to all families. The program was held for the first time in 1993.

ADDITIONAL OUTREACH SERVICES OFFERED BY SCSDB

1992-93

SCSDB offers quality specialized services throughout the state on a contractual or an as-needed basis. The services outlined below are available to public school personnel, special education programs, state agencies, families, etc.

- Braille Skill Evaluations
- Braille Readiness and Pre-Braille Instruction
- Orientation and Mobility (Travel) Training for the Blind
- Orientation and Mobility Evaluations
- Low Vision Assessments
- Independent Living Skill Assessments
- Audiological Assessments
- Communication Skills Evaluations
- Physical/Occupational Therapy Assessments
- Psychoeducational Assessments
- Sign Communication Proficiency Testing
- Vocational Evaluations
- Sign Language Classes
- Interpreter Referral Services
- Professional Workshops
- Summer Programs for Students, Parents, and Professionals

SPECIAL PROGRAMS AND ACTIVITIES

1992-93

SUMMER PROGRAMS

A variety of specially designed Summer Programs were provided for parents/families, sensory impaired children and professionals throughout the state in June, 1993. A description of these programs is provided below:

Performing Arts Camp

A performing arts camp for visually impaired and blind students (ages 8-14 years) introduced campers to a broad range of musical and theatrical activities. Students were introduced to dance lessons, vocal lessons, piano skills, and drama skills, and participated in on stage productions. Students were involved in daily rehearsals, performing choral groups, and one-on-one instruction. Special guests were also featured at the camp. Supervision and instruction of students was provided by professionals on staff, blind and visually impaired adults from the community, and accomplished blind and visually impaired students. The camp was free of charge to participants.

Sports Camp

Sports Camp for hard-of-hearing and deaf students was designed to meet the developmental needs of elementary and middle school students (ages 6-14 years). The camp focused on a variety of activities and games including drama, football, softball, basketball, volleyball, arts and crafts, swimming, and a ropes course. Activities were led by a team of professionals (both deaf and hearing) as well as accomplished deaf students to serve as positive role models. The camp was free of charge to participants.

Children Gaining Through Family Training

This program was designed for families with multihandicapped sensory impaired children ages birth through 21 years. Each family had the opportunity to meet other parents, children, and professionals. While parents attended workshops to learn more about educational, social, and employment opportunities for their disabled child, a children's program staff supervised all children in attendance. The children's program was geared towards fun, recreational, and learning activities for disabled children and their siblings. This program was free of charge to families.

Southeast Regional Drug Free Schools Conference

Professionals from seven states participated in this special institute that emphasized drug and alcohol abuse prevention with deaf and hard of hearing students. This program was possible through a grant received by SCSDB from Gallaudet University.

Orientation to Deafness Seminar

Professionals from the South Carolina Department of Mental Retardation attended sessions to heighten awareness regarding deafness, deaf culture, assistive devices for deaf individuals, the role of an interpreter, ADA issues, etc. Participants also completed SCSDB's Challenge Course located on the campus.

Additional Summer Programs:

Job Training Partnership Act - SCSDB provided an eight week job readiness training program for in-school disabled youth in Spartanburg county. Participants ranged in age from 14 to 19 years. This program was funded by JTPA.

YMCA Day Camp - SCSDB was the host site for YMCA Day Camp in Spartanburg County during the months of June - August, 1993. Approximately 130 children participated in day camp throughout the summer months.

TOTAL QUALITY MANAGEMENT

A major initiative and commitment of SCSDB during 1992-93 was directed toward the implementation of Total Quality Management within the agency. Indepth training was provided to senior management staff, TQM team members, leaders, and facilitators throughout the year. Training opportunities focused upon utilizing TQM tools, team work dynamics, process improvement for specific TQM teams and facilitator training. Consultation and training workshops were provided by Wayne Steinberg, Vice President of Quality at the Spartanburg Area Chamber of Commerce and Robert Gahagan, private Total Quality Management consultant.

Six formal TQM teams were established. Each division identified a critical process that needed improvement. A summary of each TQM team is described below:

VOCATIONAL DIVISION

PROCESS TO BE IMPROVED: Student Food Service Training Program

TEAM OBJECTIVE: To develop a cooperative student training program in Food Service

with the agency's Food Service Department which will be implemented in the 1993 fall semester.

SUCSESSES AND GENERAL OBSERVATIONS: The team experienced effectiveness in surveying customers in order to determine which food service jobs are in demand; what the employer expects a person entering one of these jobs to be able to do; and the key elements of a training program for each job identified.

SUPPORT SERVICES AND OUTREACH

PROCESS TO BE IMPROVED: Interpreter Referral Service

TEAM OBJECTIVE: To develop a system which meets customers' sign language interpreting needs on a state-wide basis.

SUCSESSES AND GENERAL OBSERVATIONS: The team identified specific components of service which needed improvement. Rather than just trying different approaches to the system in general, the team focused on several specific areas for improvements as indicated through internal and external customer surveys. The team implemented changes which addressed the problems identified. Measurable data indicated improved customer service in the area of interpreter referral.

FISCAL MANAGEMENT DIVISION

PROCESS TO BE IMPROVED: Purchase Requisition

TEAM OBJECTIVE: To improve the purchase requisition process to better meet the needs of customers.

SUCSESSES AND GENERAL OBSERVATIONS: Through data collection, it was learned that users of the purchase requisition process expected an average turn around time of seven days. As a result of the team's efforts, this turn around time regarding purchase requisitions was decreased to 4.1 days.

DEAF DIVISION

PROCESS TO BE IMPROVED: Student Attendance

TEAM OBJECTIVE: To analyze, define and improve the student attendance policy and attendance procedures within the School for the Deaf.

SUCSESSES AND GENERAL OBSERVATIONS: Leadership emerged within the team. The team displayed pride and ownership of the process. The team developed a revised student attendance policy and appropriate procedures for attendance as a result of the team's activity.

MULTIHANDICAPPED DIVISION

PROCESS TO BE IMPROVED: Communication Between Educational and Residential Staff

TEAM OBJECTIVE: To increase and improve communication between residential and educational staff.

SUCSESSES AND GENERAL OBSERVATIONS: A final survey resulted in a 76% satisfaction rate in the area of improved communication among residential and educational staff.

BLIND DIVISION

PROCESS TO BE IMPROVED: Student Groupings

TEAM OBJECTIVE: To develop a process to determine centerbased or mainstream placement for students in the School for the Blind.

SUCSESSES AND GENERAL OBSERVATIONS: As a result of the team's activity, 1) a defined process and procedures were developed to assist in the determination of centerbased and mainstream placement of students and, 2) a greater number of students were placed in the mainstream program during the school year.

LONG RANGE PLANNING

The Board of Commissioners and the Executive Staff of the South Carolina School for the Deaf and the Blind met in retreat on September 24, 1992 to begin the process of developing a five year long range plan for the school.

The meeting was facilitated by a planning consultant retained by the Foundation on behalf of the school.

At the retreat, preliminary goal statements were developed as a result of lengthy discussion by the participants. A Long Range Planning Committee was also appointed to consist of Board members and senior administrators at the agency. The responsibility of the Long Range Planning Committee is to oversee the development of the plan.

The agency identified five major categories of focus to include in the plan. The categories are: FINANCE, ON CAMPUS PROGRAMS (EDUCATIONAL, VOCATIONAL AND SUPPORT SERVICES PROGRAMS), PUBLIC IMAGE AND AWARENESS, DIVERSIFICATION AND EXPANSION OF SERVICES AND OPERATIONAL PRINCIPLES, POLICIES AND PROCEDURES.

Task forces were organized to work on the five areas identified. Chairpersons were selected for each of these Task Forces and each expanded the membership of their

individual Task Forces to include as diverse a membership of parents, staff, students, alumni, and the community as possible to insure broad based and responsible response to the challenges to be focused on by each group.

Task Forces continue to develop goals and to reach consensus as to priorities to be reflected in the plan. A variety of data collection instruments will be utilized such as focus groups, surveys and internal research to validate and refine goals and objectives.

The projected date for completion of SCSDB's Long Range Plan is December, 1994.

**Cooperative Program
SCSDB
CEDAR SPRING FACILITY
SOUTH CAROLINA COMMISSION FOR THE BLIND**

PURPOSE

The Spartanburg Office of the South Carolina Commission for the Blind, which is on the campus of SCSDB, is responsible for the provision of applicable Vocational Rehabilitation services to blind and visually impaired students and adults. These services are designed to facilitate the adjustment to blindness, vocational preparation and obtainment of gainful employment of the students/clients.

OPERATIONS

During the 1992-93 academic year, the Cedar Spring Facility provided applicable Vocational Rehabilitation services to students and adults who are residents of the State of South Carolina. The facility staff consists of a Rehabilitation Counselor, one Caseworker Assistant, a Business Manager, a Director, a Rehabilitation Instructor and an Administrative Assistant. The services available and provided by this staff include:

- Receiving referral information from the staff of the School for the Blind, physicians and community sources.
- Providing and/or coordinating necessary diagnostic services, including a general medical examination, an initial ophthalmological examination, a low vision examination, a psychological evaluation, an occupational inventory and other prescribed examinations that may be applicable to the individual's needs; determining the rehabilitation potential of each student and his or her eligibility for applicable vocational rehabilitation services.
- Developing the Individualized Written Rehabilitation Program, which is designed to meet the specific needs of the student to increase his or her readiness for future gainful employment.
- Providing and/or coordinating the provision of (A) vocational and personal adjust-

ment counseling and guidance, (B) physical restoration services, including surgery, glasses, prostheses, hearing aids, etc., and (C) training programs, which include on-the-job training at appropriate locations, which are on the campus of the S. C. School for the Deaf and the Blind and also in the local industrial community, depending upon the interests and needs of the students.

- Referring each student to the appropriate vocational rehabilitation counselor, who serves the respective home county, where the student resides, when the student graduates or discontinues his or her enrollment at the School for the Blind.
- In cooperation with the Vocational Department of the SCSDB, vocational evaluation, work adjustment, independent living, on-the-job training, employment interviews and employment placement are provided to blind and visually impaired adults from throughout the state.
- A cooperative agreement involving the SCSDB and the S. C. Commission for the Blind provides adjustment to blindness, training for visually handicapped adults, primarily from the upstate area of South Carolina.
- Cooperative efforts involving the SCSDB, Spartanburg Technical College and the S. C. Commission for the Blind, provide counseling, postsecondary vocational/academic training, lodging, transportation and related services for visually handicapped adults in South Carolina.
- A cooperative agreement, involving Spartanburg Technical College and the S. C. Commission for the Blind, provides vocational training for visually handicapped adults to become Customer Service Representatives.
- Providing supportive assistance for the operation of 19 separate concession stand businesses that provide gainful employment for 19 blind and visually handicapped residents in the upstate area.

Program Accomplishments during 1992-93:

- Seniors received counseling in preparation for college training and/or future employment.
- Students and adults received low vision evaluations at the Low Vision Clinic, which is located in the Spartanburg Mini-Rehabilitation Center of the S. C. Commission for the Blind.
- Undergraduate students received vocational evaluation services and some participated in a Summer Teen Program at the Ellen Beach Mack Rehabilitation Center in Columbia, SC.
- Undergraduate students received vocational counseling and guidance services.

- Adult students received vocational evaluation services, ISDC training work, adjustment training, vocational training, vocational/academic training at Spartanburg Technical College, Customer Services training at Spartanburg Technical College, Adjustment to Blindness training and counseling.

STATUTORY AUTHORITY

SOUTH CAROLINA SCHOOL FOR THE DEAF AND THE BLIND

- 59-47-10. Board of commissioners of the School for the Deaf and the Blind.
- 59-47-20. Compensation and expenses of board.
- 59-47-30. Duties and powers of board.
- 59-47-40. Officers and meetings of board.
- 59-47-50. Election of president.
- 59-47-60. Duties and powers of president.
- 59-47-70. Deaf mutes and blind persons admitted.
- 59-47-80. Expenses of applicants.
- 59-47-90. Maintenance fees.
- 59-47-100. Appropriations; reports of board.
- 59-47-110. Campus police; application of traffic laws; regulation of traffic.

59-47-10. Board of commissioners of the School for the Deaf and the Blind.

The board of commissioners of the South Carolina School for the Deaf and the Blind shall consist of nine members appointed by the Governor for terms of six years and until their successors are appointed and qualify. Each congressional district shall be represented by one board member, who shall be a resident of that district, and three members shall be appointed at large from the State. At least one of the members appointed at large shall be deaf and at least one such member shall be blind. Vacancies shall be filled in the manner of the original appointment for the remainder of the unexpired term. The State Superintendent of Education and the executive officer of the Department of Health and Environmental Control shall be ex officio members of the board.

59-47-20. Compensation and expenses of board.

The board shall receive no compensation for its services. It shall be allowed actual expenses, to be paid by the superintendent of the school.

59-47-30. Duties and powers of board.

The board of commissioners is vested with the supervision and control of the affairs and government of said school, with power to regulate salaries of officers and teachers, to establish conditions, forms and regulations for the admission of pupils therein and to prescribe such rules and bylaws as in its judgment shall be necessary for the management and good government thereof.

59-47-40. Officers and meetings of board.

The board of commissioners shall elect a chairman, vice chairman and secretary from their number and shall meet annually at the institution and at such other times and places as the chairman of the board shall direct.

59-47-50. Election of president.

The president of the school shall be elected by the board of commissioners and shall be the immediate executive head of the school. He shall be responsible to the board of commissioners.

59-47-60. Duties and powers of president.

The president shall nominate all his subordinate officers and teachers, subject to the approval of the board of commissioners. He shall be the official medium of communication between the board and the subordinate officers and employees, shall make all regulations of internal policy, shall authorize the purchase of ordinary supplies and shall examine and certify to the correctness of all bills of such supplies.

59-47-70. Deaf mutes and blind persons admitted.

All deaf mutes and blind persons of the State who are of proper age and mental capacity, each case to be decided by the board of commissioners, shall be admitted to the benefits of the school.

59-47-80. Expenses of applicants.

The whole or part of the expenses of the several applicants shall be paid, according to the opinion which the commissioners may form as to the pecuniary condition of the applicants. In case there are more applicants than would exhaust the annual appropriation, the commissioners shall make selection according to their opinion of the deserts of the various applicants.

59-47-90. Maintenance fees.

Pursuant to the authority of 59-47-80, the board of commissioners shall establish a maintenance fee schedule to be charged students attending the school. Such schedule may, in the discretion of the board, be graduated in accordance with the financial resources and income of the parent or guardian of the student concerned, or may be excused entirely in proper cases. Failure to pay maintenance fees in accordance with the schedule prescribed by the board may result in the discharge of a student from the school when the board determines that payment of fees would not be an unreasonable burden upon those persons obligated to pay such fees. All funds collected as maintenance fees, including any such fees collected prior to July 1, 1970, shall be remitted to the State Treasurer for deposit

in a special fund to be used for capital improvements at the school.

59-47-100. Appropriations; reports of board.

The board of commissioners shall draw the annual appropriations as made by the General Assembly for the support and maintenance of said school and shall annually report to the General Assembly an exact statement of their various acts and doings during the past year, showing exactly how they disbursed the money received and expended, the names of the persons who have received the bounty, the ages and places of residence of such persons and information as to their progress. Vouchers covering all such disbursements shall be filed in the office of the Comptroller General.

59-47-110. Campus police; application of traffic laws; regulation of traffic.

(1) The board of commissioners of the South Carolina School for the Deaf and the Blind is hereby empowered to employ campus police to police the buildings and grounds of the school. Such campus police shall work under the supervision of the South Carolina Law Enforcement Division, and shall not enter into such employment unless and until they have been appointed Governor's constables with general authority as peace officers.

(2) All traffic laws of the State shall be in full force and effect on the streets and roads of the school, whether such streets and roads are deemed public or private.

(3) The board is hereby empowered to promulgate reasonable additional rules and regulations relating to vehicular traffic within the grounds of the school including, but not limited to, parking of vehicles and reduced vehicular speeds, notwithstanding any other provision of law; and to provide penalties for the violation thereof, not to exceed a fine of one hundred dollars; and such rules and regulations, when duly promulgated, shall have the full force and effect of law and violations thereof shall be triable in magistrate's court.

SOUTH CAROLINA SCHOOL FOR THE DEAF AND THE BLIND
FINANCIAL STATEMENT
FISCAL YEAR JULY 1, 1992 - JUNE 30, 1993

REVENUE	Beginning Balance	Actual Y-T-D	Total
State Appropriations		10,101,060	10,101,060
EIA		2,001,481	2,001,481
Federal	30,135	614,073	644,208
Earmarked			
Grants & Contract	32,708	610,915	643,623
EFA		374,588	374,588
Contributions	4,702	19,652	24,354
Postsecondary Tuition & Student Fees	72,864	81,187	154,051
Other	224,397	342,656	567,053
TOTAL REVENUE	\$364,806	\$14,145,612	\$14,510,418

EXPENDITURES

Personal Service	12,021,469	12,021,469
Contractual Services	573,229	573,229
Supplies	684,656	684,656
Insurance & Rental	105,698	105,698
Travel	77,581	77,581
Equipment	58,106	58,106
Light/Heat/Power	428,402	428,402
Gasoline & Diesel	82,788	82,788
Special Items	142,504	142,504
TOTAL EXPENDITURES	\$14,174,433	\$14,174,433

CARRY FORWARD BALANCE **\$335,985**

CAPITAL IMPROVEMENT PROJECTS	Beginning Balance	Revenue Received	Expenditures	Balance
Gym/Voc Classroom Renov.	0	3,338	3,338	0
Home Living House Renov.	0	14,694	14,694	0
Health Ctr. Roof Replacement	0	18,537	18,537	0
	\$0	\$36,568	\$36,568	\$0

SOUTH CAROLINA SCHOOL FOR THE DEAF AND THE BLIND

SUMMARY OF SERVICES FOR FY 1992-93

	ABBEVILLE	AIKEN	ALLEDALE	ANDERSON	BAMBERG	BARNWELL	BEAUFORT	BERKELEY	CALHOUN	CHARLESTON	CHEROKEE	CHESTER	CHESTERFIELD	CLARENDON	COLLETON	DARLINGTON	DILLON	DORCHESTER	EDGEFIELD	FAIRFIELD	FLORENCE	GEORGETOWN	GREENVILLE	GREENWOOD	HAMPTON	HORRY
ON-CAMPUS PROGRAMS																										
<u>Preschool - Grade 12</u>																										
Deaf	0	5	0	8	2	0	4	1	1	5	4	4	4	1	1	7	1	1	0	0	2	3	13	5	2	6
Blind	0	0	0	2	0	0	0	1	2	2	5	3	3	1	1	2	0	0	0	0	1	0	4	1	0	0
Multihandicapped	1	3	0	5	0	1	3	1	0	2	7	4	4	2	0	2	2	2	1	0	7	3	11	2	3	2
<u>Pioneer Ridge - Deaf</u>	0	1	0	0	0	0	0	1	0	4	0	0	0	0	0	1	0	0	0	0	2	0	1	0	0	0
Non-sensory EH	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<u>Adult Programs</u>	0	1	0	3	0	1	0	1	0	9	2	2	0	3	0	0	0	1	1	1	1	2	18	2	0	0
OUTREACH SERVICES																										
<u>Parent/Infant Programs</u> (Birth to 36 months)	0	9	2	6	0	3	5	9	0	31	1	2	1	2	2	5	4	7	1	3	15	2	16	5	1	1
<u>Blind Services to the</u> <u>public schools -</u> O & M, Low Vision, Consulting, etc.	1	4	0	2	0	0	6	0	0	0	1	1	0	4	0	0	0	2	1	0	0	0	0	1	0	0
<u>Diagnostic Services</u> Psychological, Speech Language, Visual, PT, OT, Audiological, O & M, Medical	0	0	0	0	0	0	1	0	0	17	0	9	0	0	0	0	0	0	0	0	0	0	5	1	0	0
<u>Community Services</u> Interpreting Services	0	48	1	1085	0	0	2	50	3	396	0	2	0	0	0	0	2	16	0	8	42	0	31	1	1	13
Client Asst./Advocacy	0	9	0	0	0	0	0	49	16	280	0	0	0	0	0	3	0	17	0	3	14	0	2	0	0	3
Info. & Referral Contacts	7	34	3	23	1	3	13	102	21	1107	0	1	0	2	4	4	18	82	0	74	107	3	10	1	4	31
Dissemination of Materials	0	19	0	8	0	1	49	944	1	2666	1	0	0	0	8	16	1	307	0	2	22	8	38	2	1	64
Sign Language Class Participants	0	1	0	0	0	0	9	0	0	48	0	0	0	20	0	0	0	0	0	15	0	0	0	0	0	0
Ed. Workshop/Program Participants	8	0	0	1	0	2	2	700	185	0	2	0	0	1	1	1	2	0	0	0	1	1	19	0	0	1
TOTAL SERVED IN FY 1992-93	17	134	6	1144	3	11	94	1859	229	4567	23	28	12	36	17	41	30	435	4	106	214	22	168	21	12	121

SOUTH CAROLINA SCHOOL FOR THE DEAF AND THE BLIND

SUMMARY OF SERVICES FOR FY 1992-93

	JASPER	KERSHAW	LANCASTER	LAURENS	LEE	LEXINGTON	MARION	MARLBORO	MCCORMICK	NEWBERRY	OCONEE	ORANGEBURG	PICKENS	RICHLAND	SALUDA	SPARTANBURG	SUMTER	UNION	WILLIAMSBURG	YORK	OUT OF STATE	TOTAL DEAF	TOTAL BLIND	TOTAL MULTIHANDICAPPED	NON-HANDICAPPED	GRAND TOTAL
ON-CAMPUS PROGRAMS																										
<u>Preschool - Grade 12</u>																										
Deaf	0	0	1	5	0	2	1	6	0	3	3	6	0	11	0	25	1	1	2	12	0	159	-	-	-	159
Blind	1	2	0	1	0	2	0	1	0	0	0	1	1	1	1	28	3	1	0	2	0	-	73	-	-	73
Multihandicapped	2	1	2	7	0	3	2	2	2	3	2	3	3	5	0	27	1	4	1	5	0	-	-	143	-	143
<u>Pioneer Ridge - Deaf</u>	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	12	-	-	-	12
Non-sensory EH	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	3	0	0	0	0	0	-	-	-	-	6
<u>Adult Programs</u>	1	0	1	0	0	2	0	0	1	2	1	0	7	4	1	26	9	4	1	7	1	61	53	2	-	116
OUTREACH SERVICES																										
<u>Parent/Infant Programs</u> (Birth to 36 months)	0	5	3	1	2	17	4	3	0	2	1	14	6	35	1	16	9	6	1	7	0	65	83	118	-	266
<u>Blind Services to the</u> <u>public schools -</u> O & M, Low Vision, Consulting, etc.	0	4	1	0	0	7	0	0	0	0	2	3	1	18	0	3	4	2	0	0	0	-	68	-	-	68
<u>Diagnostic Services</u> Psychological, Speech Language, Visual, PT, OT, Audiological, O & M, Medical	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	76	0	15	0	1	2	-	-	-	-	129
<u>Community Services</u> Interpreting Services	2	0	0	1	0	5	0	0	0	6	0	6	1	722	0	488	8	0	0	3	2	-	-	-	-	2945
Client Asst./Advocacy	0	0	0	0	0	114	0	0	0	0	2	2	0	215	0	11	2	0	0	1	7	-	-	-	-	750
Info. & Referral Contacts	1	10	1	5	2	621	1	2	1	5	2	32	2	1639	0	534	36	1	1	2	81	-	-	-	-	4634
Dissemination of Materials	1	20	2	1	0	107	0	0	0	1	0	13	2	159	0	119	8	2	1	20	150	-	-	-	-	4764
Sign Language Class Participants	0	37	22	0	0	319	0	0	0	17	0	7	0	517	16	158	70	0	0	0	0	-	-	-	-	1256
Ed. Workshop/Program Participants	1	1	1	1	0	43	0	0	0	0	0	2	0	43	0	205	0	3	1	1	472	-	-	-	-	1701
TOTAL SERVED IN FY 1992-93																										
	9	80	35	24	4	1242	8	14	5	39	13	89	24	3369	19	1719	152	39	8	61	715	297	277	263	-	17,022

Total Number of Documents Printed	<u>255</u>
Cost Per Unit	\$ <u>1.74</u>
Printing Cost - S.C. State Budget & Control Board (up to 255 copies)	\$ <u>442.76</u>
Printing Cost - Individual Agency (requesting over 255 copies and/or halftones)	\$ <u>—</u>
Total Printing Cost	\$ <u>442.76</u>

